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ABSTRACT

This guide was developed in response to a mandate for music teachers in Transcona-Springfield School Division No. 12 (Manitoba, Canada) to generate a set of music learning outcomes to guide and standardize assessment and evaluation practices across the division. The currently legislated K-6 music curriculum (Manitoba Department of Education, 1978) was re-fashioned to reflect new outcomes, curriculum models, and content areas deemed developmentally appropriate by the profession, as well as music curriculum and instruction practices in the divisional context. The new curriculum framework describes general and specific music learning outcomes for grades 1-5 and is written with the general music program in mind. The learning outcomes identify what the learner should know or be able to accomplish in music at the end of each grade level. The goal is for all learners across the division to strive for and attain the same high, consistent standards of achievement. These outcomes integrate the concepts, processes, skills, behaviors, and conventions unique to the discipline of music. To help the students reach these outcomes, Transcona-Springfield teachers provide their elementary children with opportunities to explore music through singing, moving, listening, playing instruments, creating, reading, writing, and technology. (BT)

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ED 465 694

Transcona-Springfield School Division No. 12

GENERAL AND SPECIFIC OUTCOMES FOR GRADES ONE TO FIVE MUSIC

January 31, 2001

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SO 033 897

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INTRODUCTION

General and Specific Outcomes for Grades 1 to 5 Music was developed in response to a specific mandate for music teachers in Transcona-Springfield School Division No. 12 to generate a set of music learning outcomes for the purposes of guiding and standardizing assessment and evaluation practices across the division. Essentially, the currently legislated K to 6 Music Curriculum (Manitoba Department of Education, 1978) was re-fashioned to reflect new outcomes, curriculum models, and content areas deemed developmentally appropriate by the profession (i.e. Music Educators National Conference, 1996; Waterloo Country Board of Education, 1995), as well as music curriculum and instruction practices in the divisional context. To some extent, the document is based on the professional work of the author with music teachers in Fort Garry School Division No. 5 and River East School Division No. 9.

With the support of a facilitator and writer from the University of Manitoba, the document was initially developed by a sub-committee of Judy Ruchkall (Music Coordinator), Elaine Enns (Music Specialist, Anola School), Kristen Osiowy (Music Specialist, Harold Hatcher School), and Karen Zilinek (Music Specialist, Joseph Teres School) during two half day in-services held on November 3 and 24, 2000. The document was then presented to all elementary music teachers for further review, revision, and approval during a full day in-service on January 31, 2001. *Music Developmental Profiles: Grades One to Five* was also prepared as a companion document with an aim to assist and support music teachers with their assessment and record keeping responsibilities.

The new curriculum framework describes general and specific music learning outcomes for grades one to five and was written with the general music program in mind. The learning outcomes identify what the learner should know or be able to do in music at the end of each grade level. The goal is for all learners across the division to strive for and attain the same high, consistent standards of achievement. These outcomes integrate the concepts, processes, skills, behaviors, and conventions unique to the discipline of music. In attempting to reach these outcomes in unique and diverse ways, Transcona-Springfield teachers believe elementary children should have many opportunities to explore music through singing, moving, listening, playing instruments, creating, reading, writing, and technology.

Transcona-Springfield School Division No. 12
GENERAL AND SPECIFIC OUTCOMES: GRADES 1-5 MUSIC
PILOT DOCUMENT - JANUARY 2001
Facilitator: Dr. Francine Morin
Faculty of Education, University of Manitoba

GRADE ONE

1.1 Learning Outcome: Students will perform vocally, instrumentally and/or kinesthetically, alone and with others, a varied repertoire of music. (PERFORMANCE SKILLS)

1.1.1 Respond to the pulse or recurring beat of the music as in 4/4
1.1.2 Respond to rhythmic pattern through echo play and performance
1.1.3 Distinguish between beat and rhythmic pattern
1.1.4 Demonstrate an awareness of the duration of sounds and silences
1.1.5 Sing or play accent or stronger beats in music (accent is written as >)
1.1.6 Respond to changing tempo and dynamics in performance
1.1.7 Sing and/or play simple pieces with a range of 6 notes (*d* to *h*) accurately with feeling and expression
1.1.8 Perform simple ostinato patterns on non-pitched percussion and barred instruments (simple tonic bordun, chord/level bordun)
1.1.9 Participate in sharing music with others in informal and more formal contexts (i.e. peer sharing, assemblies, theme days, concerts, festivals)

1.2 Learning outcome: Students will read and notate music. (MUSIC LITERACY)

1.2.1 Read and write simple rhythmic patterns of quarter note, quarter rest and eighth notes ♩, 𝄽, ♫
1.2.2 Recognize *s-m-l* on a staff
1.2.3 Identify and interpret symbols for dynamics: loud (f), soft (p), crescendo (<), diminuendo (>)

1.3 Learning Outcome: Students will listen, describe, analyze and evaluate music or music performances. (CRITICAL LISTENING AND REFLECTION)

1.3.1 Differentiate between high and low pitches
1.3.2 Analyze melodic shape for ascending, descending and repeated tones
1.3.3 Distinguish between different tempi
1.3.4 Recognize aurally previously learned melodies
1.3.5 Differentiate between a melody and an accompaniment
1.3.6 Aurally identify music phrases/sections that are same and different
1.3.7 Aurally identify various classroom instruments

1.3.8 Aurally identify the dynamics in music
1.3.9 Remember two-tone melodic phrases (inner hearing)
1.3.10 Express feelings and thoughts about personal, peer and professional performances

1.4 Learning Outcome: Students will improvise, compose, and/or arrange vocally, instrumentally and/or kinesthetically. (CREATIVE IDEA DEVELOPMENT)

1.4.1 Improvise short, speech, rhythm, melodic or movement phrases in musical games
1.4.2 Create soundscapes or sound stories
1.4.3 Create music based on known pitch and rhythm symbols

1.5 Learning Outcome: Students will understand music in relation to other arts, disciplines, cultures and historical periods. (INTERDISCIPLINARY CONNECTIONS)

1.5.1 Experience various masterworks through active listening
1.5.2 Identify the styles of familiar compositions (i.e. march, lullaby)
1.5.3 Participate in songs, dances and rhythmic games from Canadian and other world cultures
1.5.4 Recreate music in appropriate performance style

GRADE TWO

2.1 Learning Outcome: Students will perform vocally, instrumentally and/or kinesthetically, alone and with others, a varied repertoire of music. (PERFORMANCE SKILLS)

2.1.1 Play simple rhythmic ostinato patterns in duple and triple meters
2.1.2 Perform even and uneven rhythmic patterns through echo play
2.1.3 Perform accompaniment ostinato patterns (moving borduns/two instruments, three borduns/chord, broken, level)
2.1.4 Sing in tune a range of *d* to *c'* with correct technique, expression and posture
2.1.5 Maintain independence while other students sing or play contrasting parts

2.2 Learning Outcome: Students will read and notate music. (MUSIC LITERACY)

2.2.1 Read simple rhythmic ostinato patterns in duple and triple meters
2.2.2 Read and write rhythmic patterns including symbols for the tie, half, dotted half, whole notes and rests
2.2.3 Identify and interpret the following signs and symbols: accent >, measure |——|, bar line |, repeat sign :‖ , double bar line ‖, time signature 2/4 , 3/4
2.2.4 Write rhythms dictated aurally
2.2.5 Answer rhythmic questions in rhythmic dictation
2.2.6 Read and write simple melodies using *s-m-l-d-r*

2.2.7 Identify and read a simple sequential pattern of like and unlike phrases (i.e. AB, ABA, AABA, rondo forms)

2.3 Learning Outcome: Students will listen, describe, analyze, and evaluate music or music performances. (CRITICAL LISTENING AND REFLECTION)

2.3.1 Recognize long and short sound durations; distinguish between even and uneven rhythm
2.3.2 Identify and interpret a 4/4 time signature
2.3.3 Recognize low *d* as the tonal centre or "home tone"
2.3.4 Identify upward and downward movement of a melody by step or skip
2.3.5 Recognize repeated tones
2.3.6 Identify repeated tonal patterns and like phrases aurally and visually
2.3.7 Recognize simple melodic and rhythmic patterns in songs
2.3.8 Identify like and different phrases aurally and visually
2.3.9 Identify cumulative and verse-refrain form in familiar songs
2.3.10 Recognize and read simple sequential patterns of alternating like and unlike phrases
2.3.11 Identify common orchestral sounds (i.e. violin, trumpet, flute)
2.3.12 Perform known songs while alternating between vocalization and inner hearing (i.e. pop-up puppet, stop and go game)
2.3.13 Express feelings and thoughts about personal, peer and professional performances

2.4 Learning Outcome: Students will improvise, compose and/or arrange vocally, instrumentally and/or kinesthetically. (CREATIVE IDEA DEVELOPMENT)

2.4.1 Create melodies for a given verse or rhythm
2.4.2 Create accompaniments using pentatonic ostinato patterns
2.4.3 Experiment with a variety of instruments and sound sources for particular expressive purposes (i.e. mood, character)
2.4.4 Improvise rhythmically and melodically using a variety of classroom instruments
2.4.5 Improvise answer phrases through speech, singing, playing or movement
2.4.6 Compose using all known rhythmic and melodic symbols

2.5 Learning Outcome: Students will understand music in relation to other arts, disciplines, cultures and historical periods. (INTERDISCIPLINARY CONNECTIONS)

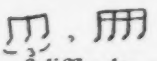
2.5.1 Understand composers in their artistic, cultural and historical contexts
2.5.2 Identify the styles of familiar compositions (i.e. classical, popular)
2.5.3 Perform songs, instrumental works and dances from Canadian and other world cultures authentically and expressively (i.e. Ojibway, Japanese)
2.5.4 Identify the major features of familiar styles
2.5.5 Use music and sound as a way to learn about other disciplines

GRADE THREE

3.1 Learning Outcome: Students will perform vocally, instrumentally and/or kinesthetically, alone and with others, a varied repertoire of music. (PERFORMANCE SKILLS)

3.1.1 Demonstrate aural memory through melodic and/or rhythmic inner hearing exercises
3.1.2 Sing and/or play accurately and expressively pieces with a range of *B* to *d'*
3.1.3 Perform *d'* and the octave, using hand signs
3.1.4 Sing and play melodies in a scalewise/stepwise fashion
3.1.5 Play and sing songs which use I, IV and V harmony
3.1.6 Sing and play songs using varied types of harmony such as: rounds, canons, partner songs, echo songs and vocal ostinato patterns
3.1.7 Conduct in 4/4
3.1.8 Perform accompaniment ostinato patterns (arpeggiated bordun/moving bordun) on pitched percussion instruments
3.1.9 Sing or play an independent part with others playing or singing contrasting parts

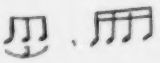
3.2 Learning Outcome: Students will read and notate music. (MUSIC LITERACY)

3.2.1 Read and write triplets and sixteenth notes 
3.2.2 Notate rhythmic patterns of increasing levels of difficulty as dictated by the teacher
3.2.3 Read rhythm canons and ostinato patterns
3.2.4 Learn the letter names of the lines and spaces of the musical staff
3.2.5 Identify and interpret time signatures of 2/4 and 3/4
3.2.6 Read and write *d-r-m-s-l-d'* on a staff

3.3 Learning Outcome: Students will listen, describe, analyze and/or evaluate music or music performances. (CRITICAL LISTENING AND REFLECTION)

3.3.1 Recognize the relationship of the triplet to the pulse in simple meters (beat subdivides into three equal sounds)
3.3.2 Identify intervals using *d-r-m-s-d'-l*
3.3.3 Distinguish aurally between major and minor sounds
3.3.4 Identify phrase lengths through singing, moving, playing or drawing slurs on a score
3.3.5 Identify simple sequential and contrapuntal forms (i.e. binary, ternary, rondo, canon)
3.3.6 Identify introduction, coda, interlude and main theme
3.3.7 Identify common instrument families of the orchestra by sound and appearance (i.e. string, woodwind, brass, percussion)
3.3.8 Express personal preferences in music and discuss responses to musical works

3.4 Learning Outcome: Students will improvise, compose and/or arrange vocally, instrumentally, and/or kinesthetically. (CREATIVE IDEA DEVELOPMENT)

3.4.1 Improvise, create or compose with triplets and sixteenth notes 
3.4.2 Create short melodies from the five-note pentaton
3.4.3 Create movement sequences or instrumental accompaniments to songs and poems
3.4.4 Improvise the contrasting themes for simple rondos
3.4.5 Create simple introductions, interludes and codas
3.4.6 Explore pentatonic improvisation to create contrasting sections of music

3.5 Learning Outcome: Students will understand music in relation to other arts, disciplines, cultures and historical periods. (INTERDISCIPLINARY CONNECTIONS)

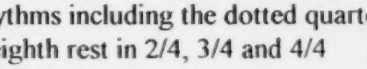
3.5.1 Demonstrate basic understandings of the life and works of select composers
3.5.2 Differentiate between familiar genres and styles of music
3.5.3 Continue to use music as a way to learn about other disciplines
3.5.4 Sing, play and dance more complex styles of music from Canada and a variety of other world cultures and historical periods

GRADE FOUR

4.1 Learning Outcome: Students will perform vocally, instrumentally and or kinesthetically, alone and with others, a varied repertoire of music. (PERFORMANCE SKILLS)

4.1.1 Sing and/or play in tune a range of *e* to *d'* using varied types of harmony (i.e. ostinati, canons, partner songs, simple descants)
4.1.2 Perform songs in AB, ABA and rondo form
4.1.3 Begin performing on other pitched instruments (i.e. recorder, hand bells)
4.1.4 Conduct in 2/4 and 3/4
4.1.5 Experience 6/8 time
4.1.6 Sing and/or play major and minor (aeolian) diatonic scales
4.1.7 Perform music using *f* and *t*
4.1.8 Perform accompaniment patterns on pitched percussion instruments (I-V)

4.2 Learning Outcome: Students will read and notate music. (MUSIC LITERACY)

4.2.1 Recognize intervals of a 4th and 5th
4.2.2 Recognize *s*, and *l*, in reading music
4.2.3 Recognize *f* and *t* in the context of the major scale
4.2.4 Recognize minor pentatonic, visually and aurally
4.2.5 Read and write rhythms including the dotted quarter followed by the eighth, syncopation, and eighth rest in 2/4, 3/4 and 4/4 

4.2.6 Demonstrate basic understanding of simple score reading for pitched instruments (i.e. clefs, meter, key signature, staff, notes)
4.2.7 Recognize aurally and visually music that starts on the upbeat

4.3 Learning Outcome: Students will listen, describe, analyze and or evaluate music or music performances. (CRITICAL LISTENING AND REFLECTION)

4.3.1 Recognize aurally canons and partner songs
4.3.2 Recognize melodic and rhythmic patterns
4.3.3 Identify and describe the expressive elements of music and their relationship to mood (i.e. dynamics, tone colour, tempo)
4.3.4 Identify the instruments of the orchestra
4.3.5 Demonstrate a beginning appreciation of opera
4.3.6 Recognize theme and variations ($AA_1A_2A_3$ ...)

4.4 Learning Outcome: Students will improvise, compose and/or arrange vocally, instrumentally and/or kinesthetically. (CREATIVE IDEA DEVELOPMENT)

4.4.1 Use *d-r-m-s-l-d'-s-l,* in creating music
4.4.2 Use major and minor pentatonic scales in creating music
4.4.3 Construct simple compositions using a variety of mediums using familiar rhythms, pitches, scales and forms
4.4.4 Improvise question and answer phrases with the voice, body, non-pitched and pitched instruments
4.4.5 Arrange a musical form or alter the form of a known piece

4.5 Learning Outcome: Students will understand music in relation to other arts, disciplines, cultures and historical periods. (INTERDISCIPLINARY CONNECTIONS)

4.5.1 Identify instruments of other cultures
4.5.2 Continue to experience music of various cultures in interdisciplinary contexts (i.e. study Mexican/African music within a Social Studies unit)
4.5.3 Make comparisons between familiar genres and styles of music
4.5.4 Continue to use music as a way to learn about other disciplines
4.5.5 Demonstrate appreciation for various masterworks from different periods of music history

GRADE FIVE

5.1 Learning Outcome: Students will perform vocally, instrumentally and/or kinesthetically, alone and with others, a varied repertoire of music. (PERFORMANCE SKILLS)

5.1.1 Sing and/or play more complicated ostinato accompaniment patterns (I-IV-V)
5.1.2 Sing in two-part harmony (i.e. descants)
5.1.3 Perform music in a variety of meters, including 6/8
5.1.4 Sing and/or play in tune a range of *d* to *d'* with correct technique and proper expression

5.2 Learning Outcome: Students will read and notate music. (MUSIC LITERACY)

5.2.1 Read and write the eighth note followed by two sixteenths, and two sixteenths followed by an eighth note ♫♬, ♬♫
5.2.2 Recognize tone and semitone visually as well as aurally
5.2.3 Read and interpret accidentals including the sharp, flat and natural symbols (♯, ♭, ♮)
5.2.4 Identify the home tone from C, D, F and G majors
5.2.5 Write major scales in C, F and G
5.2.6 Recognize that irregular meters are made up of duple and triple rhythmic patterns
5.2.7 Understand the relationship of the bass clef to the grand staff

5.3 Learning Outcome: Students will listen, describe, analyze and/or evaluate music or music performances. (CRITICAL LISTENING AND REFLECTION)

5.3.1 Aurally identify the meter of music
5.3.2 Recognize aurally the minor scale
5.3.3 Recognize song forms such as: ballads, spirituals, sea shanties, folk songs and composed songs
5.3.4 Recognize soprano, alto, tenor and bass voicing
5.3.5 Identify the instruments of the orchestra and the orchestral families
5.3.6 Recognize various groupings of instrumental ensembles such as woodwind quintets, string quartets, trios for various combinations of instruments
5.3.7 Listen to music critically and with discernment (i.e. identify instruments, discuss elements, mood, meaning, quality of performance, etc.)

5.4 Learning Outcome: Students will improvise, compose and/or arrange vocally, instrumentally and/or kinesthetically. (CREATIVE IDEA DEVELOPMENT)

5.4.1 Improvise longer question and answer phrases vocally, instrumentally and/or kinesthetically
5.4.2 Continue to create accompaniments
5.4.3 Compose/improvise using all known and new rhythmic and melodic symbols

5.5 Learning Outcome: Students will understand music in relation to other arts, disciplines, cultures and historical periods. (INTERDISCIPLINARY CONNECTIONS)

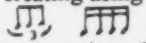
5.5.1 Participate in songs, dances and listening activities from different regions of Canada

5.5.2 Demonstrate a basic understanding of the life and works of one Canadian composer

5.5.3 Compare and analyze the characteristic use of the elements of various art forms to express a particular theme. (i.e. How are ideas about the Prairies communicated artistically through poetry, visual art or music?)

TRANSCONA-SPRINGFIELD SCHOOL DIVISION NO. 12
SCOPE AND SEQUENCE OF MUSIC OUTCOMES, GRADES 1-5

	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE
PERFORMANCE SKILLS	• beat/rhythm • sound/silence • long/short • accent • changing tempo and dynamics • sing on pitch (*d-b*) • play simple accompaniment patterns on NPP/PP (simple tonic/chord/ level bordun) • share music with others	• rhythmic ostinato in 2/4, 3/4 • even/uneven • accompaniment on PP (moving borduns/ two instruments, three borduns/chord, broken level) • sing on pitch (*d-c'*) • simple polyrhythmic/ polyphonic • share music with others	• pentatonic melodies • scalewise/stepwise • diatonic melodies I, IV, V • rounds, canons, partner songs, vocal ostinati • accompaniment patterns on PP (arpeggiated bordun, moving bordun/one instrument) • sing on pitch (*B-d'*) • conduct in 4/4 • share music with others	• sequential forms • pitched instruments • perform major/minor (aeolian) diatonic scales • conduct in 2/4, 3/4 • rounds, canons, partner songs, simple descants, vocal ostinati • sing in tune (*e-d'*) • accompaniment pattern (I-V) • share music with others	• more complex ostinato patterns (melodic/harmonic) • two-part (descant) • simple/compound meters • sing in tune (*d-d'*) • accompaniment patterns (I-IV-V) • share music with others
MUSIC LITERACY	• 4/4 • ♩, 𝄽 • ♫ • *s-m-l* • f, p • < >	• 2/4, 3/4 • 𝅗𝅥𝅗𝅥, ♩, ♩., 𝅝 • ‿, ▬ • *s-m-l-d-r* • sequential patterns • 𝄐, 𝄆—𝄇, 𝄇, :𝄇, 𝄇	• 2/4, 3/4 • ♬, ♫ • *s-m-l-d-r-d'* • letter names/lines and spaces • rhythmic dictation • rhythmic canons/ ostinati	• 2/4, 3/4, 4/4 • ♩. ♪, ♪♩♪, 𝄾 • intervals: 4th/5th • *s*, and *l*, • *f* and *t* • minor pentatonic • simple score reading • upbeat	• 6/8 • irregular meters • ♬, ♫ • home tone in C, F, D, G • tone/semitone • major scales in C, F, G • bass clef/grand staff • #, ♭, ♮
CRITICAL LISTENING AND REFLECTION	• high/low • up/down/same • fast/slow • melody recognition • melody/accompany • same/different • phrase • classroom instrument • loud/soft • expresses thoughts/ feelings	• long/short • even/uneven • meter • home tone • step/skip/repeated tones • same/different • phrase • melodic/rhythmic patterns • common orchestral sounds • expresses thoughts/ feelings	• subdivision of beat by 3 in simple meters • *d-r-m-s-l-d'* • major/minor sounds • phrase lengths • simple sequential and contrapuntal forms • introduction, coda, interlude, main theme • orchestral instrument families • expresses thoughts/ feelings	• canons/partner songs • melodic and rhythmic patterns • dynamics, tone colour, tempo/mood • opera • orchestral instruments • theme and variation form	• meter of music • minor scales • song forms • SATB voicing • orchestral instruments, families, instrumental families • critical listening

	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE
CREATIVE IDEA DEVELOPMENT	* improvise phrases * create soundscapes and sound stories * create based on known symbols	* create melodies * create accompaniments * sound experimentation * improvise rhythms and melodies * improvise answer phrases * create based on known symbols	* creating using  * pentatonic melodies * movement sequences * instrumental accompaniments to songs/poems * contrasting sections/ rondos * introductions, interludes, codas * pentatonic improvisation * create based on known symbols	* create using *d-r-m-s-l-d'-s,-l,* * major/minor pentatonic melodies * simple compositions * arrange/alter forms * Q-A phrases * create using all known symbols	* longer Q-A phrases * continue to create accompaniments * create using all known symbols
INTER-DISCIPLINARY CONNECTIONS	* masterworks/active listening * styles: march/lullaby * Canadian/ethnic: songs, dances, games * learn through music	* composer study * styles: classical/ popular * Canadian/ethnic: songs, dances, instrumental works * learn through music	* styles/genres: wider ranges * Canadian/ethnic: more complex songs, dances, instrumental works * learn through music	* various masterworks * ethnic instruments * compare styles/genres * ethnic: more complex songs, instrumental works, dances * learn through music	* Canadian music * Canadian composer * analysis of art forms * learn through music